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ABSTRACT

These ten sequential instructional modules are intended to assist secondary students in the development of occupational decision-making skills. Designed for grades 9 and 10 (but adaptable to grades 8, 11, and 12), the minicourse covers three areas--values, occupational information, and career decision making (which links the other two areas). Topics include values clarification; individual values; different rewards from different jobs; setting value priorities; choosing between competing alternatives; individual abilities and interests; steps in decision making (goal setting); errors in decision making and collecting information; occupational costs, rewards, and characteristics; and career decision making. Each unit contains some or all of the following information: developmental and performance objectives, capsule description of the unit, materials needed, and student activities with necessary handouts and materials. (YLB)

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CENTRAL KANSAS CAREER DEVELOPMENT PROGRAM

A Collection of Units in Career Decision Making

Ten sequential instructional modules to assist secondary students in the development of occupational decision making skills.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CE 025 007

F O R E W O R D

The CENTRAL KANSAS CAREER DEVELOPMENT PROGRAM for the unified school districts served by the Central Kansas Area Vocational Technical School was initiated in 1971. The demonstration and experimental programs in career development experiences have focused in three areas of career education: self-understanding, the world of work, and career planning and preparation.

In response to an expressed need for a mini-course to assist secondary students in improving their occupational decision making skills, the following set of career units were developed during the 1977-1978 school year under a grant from the Division of Vocational Education, Kansas State Department of Education, Project No. 78-132-04.

The program is designed to help provide students with a plan for obtaining and identifying useful information for judging and making a flexible and tentative career choice. The first few units focus on values to help students pinpoint what is important to them, then information is identified to aid students in exploring their preferred occupations and to discover the necessary education, job requirements, and rewards (satisfactions) they can expect. In order to link values and information, students learn a process for ranking occupational alternatives and predicting possible consequences and outcomes. The units center around activity and student involvement to insure that students assimilate basic concepts introduced in the program.

The following teachers in the Central Kansas area agreed to assist with the field-testing, subjecting the activities to actual classroom use by typical students in a typical learning situation. For their excellent suggestions and candid replies, we offer grateful appreciation to JUDY HIEBERT, business teacher for Hillsboro USD: JOANNA HOFMANN, freshman English for Halstead USD: CAROLYN CORWIN, Home Economics at Buhler USD: and STEVE NEILL, sophomore Social Studies teacher for Hesston USD.

We suggest that the units be used sequentially. While designed for 9th and 10th grade students, some of our test site facilitators experimented with adaptations of the units for 11th and 12th grade students with equally successful results. With certain modifications, they would also be useful for 8th grade students. As you use these ideas, others will occur to you, and we urge you to experiment will all kinds of approaches that will help your students acquire increased knowledge of self in relationship to work. PLEASE SHARE those activities that prove most successful so others can profit from your experiences as well.

MARY KOSIER, Project Director

CENTRAL KANSAS CAREER DEVELOPMENT PROJECT
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Unit #1

CAREER DECISION-MAKING

INTRODUCTION FOR STUDENTS

Sometimes you may wonder what you will be doing after you finish high school. Today you are living in a complex world. A great variety of occupations exist which adds to the difficulty of career choice. Making career choices is ONE of the most if not THE most important act in your life.

Purpose of Mini Course:

To assist you in improving your occupational decision making skills.

What is Career Decision Making?

A process, a plan, a strategy for obtaining and identifying useful information for judging and selecting from two or more possible career choices.

What areas will be cover in the Mini-Course?

Your options, your values, and information you know (or need to know) about occupations. It is designed to help provide you with a plan for making a flexible and tentative career choice.

1) We will begin by talking about values, in order to discover what is important to you.

2) Occupational Information will be the next area covered, in order to aid you in exploring your preferred occupations and to discover the necessary education, job requirements, and the rewards (satisfactions) you can expect.

3) Career Decision Making will link values and information. You will learn a process for ranking occupational alternatives and predicting possible consequences and outcomes.

At various decision points you may be dissatisfied or the information you have about yourself and the occupation may disagree. You may recycle and explore another occupation or you may wish to look at yourself and your values again.

Warm-up Activities

Name Game

Form a circle. Have one person introduce him/herself and tell two things about themselves. Go around the circle having each successive person repeat the names and information of all those who preceded them before introducing themselves.

Variations might be:

1. Name 2 things you are most proud of.
2. Name one thing you are good at doing.
3. Name a place you would like to live for one year.
4. Name a famous person you would like to be like, and tell why.
5. Name 2 favorite foods.
6. Name 2 happiest experiences
7. Most influential person in my life.
8. Most unforgetable event.
9. Saidest experience.

Definitions

Ask students to complete the following phrases:

Work is _____

Career is _____

Have them put their names on the papers and turn them in. We will want to compare following the CDM units to see if there is change. After they have turned in papers encourage discussion so they can see ideas vary, and that is expected and okay.

Mapping

Using large piece of newsprint paper draw your life like a road map:

-- good places
-- bumpy spots
-- where you are now
-- fill in barriers and detours
-- where you want to go
-- how you are going to get there

DEVELOPMENTAL OBJECTIVE:

To help each student learn they have certain values important to them which will influence their choice of an occupation

Unit #1

PERFORMANCE OBJECTIVE:

The student will be able to identify and clarify things that are important to them (their values), and thereby know themselves better.

Capsule Description:

Values Clarification exercises leading to student listing of important experiences and clarifying why the experience was important to them. If you have already done considerable number of valuing exercises with this group, go immediately to step 3.

Materials Needed:

paper, pencils, scotch tape or pins
handouts "Highlights of Me" and "Why I Value Success" ready for distribution

Outline the Valuing Process on the black board or on newsprint

Valuing Process

1. Thinking
2. Feeling - especially prizing and choosing
3. Communicating - listening, hearing, opportunity to tell your point of view and hear other points of view
4. Choosing
5. Acting

ACTIVITIES:

Step #1 Ask students to:

a) " Take out sheet of paper and write down seven (7) words or short phrases describing who you are.
b) Pin or tape the sheets of paper on chest, and silently move around. Look to see what others wrote about themselves. Try to match faces with descriptions.
c) Sit down alone. Reduce your list to the two (2) items which best describe you by crossing out five (5) items.
d) Tape your list back on, and again silently move around. See how the descriptions have changed."

Divide total student number by 3. Have students count off and form triads.

e) Discuss in groups of 3-4 your own description of who you are.
What were the original seven descriptions?
How did you decide which five to cross?

Step #2 Ask students to remain in triads. One person at a time becomes the FOCUS PERSON. Talk about one point for about 2 minutes while the other two listen. A person may ask questions if he focuses on the person talking.

Choose one of the following and discuss for 1-2 minutes:

1. Someone who influenced your decision to take certain courses or is influencing your job or college choice.
2. Talk about someone you admire vocationally.
3. Reflect aloud your parents' vocational choices. Were they satisfied? How do they feel about their work?

Five Things You Do Well. In the same group using the same procedures try to talk about what is good about yourself. Tell the other two persons

FIVE things you do well without qualifying the statement.

The other two persons are LISTENERS and believe you sincerely.

(Note: The person is trying to validate what is good about himself/herself. This procedure helps a person to feel better about themselves, and to clarify and publically affirm what she/he do well)

Step #3 Distribute "Highlights" and "Why I Value Success" sheets to class. They are asked to think about and list experiences in the past that were important to them, and why. Save time for discussion. You may want to collect for inclusion in a notebook.

HIGHLIGHTS*

Think about experiences in your past that were important to you. List them below. With the help of the "Why I Value Success" sheet, indicate why the experience was important to you.

IMPORTANT EXPERIENCES	WHY THE EXPERIENCE WAS IMPORTANT
SCHOOL 1. 2. 3.	
HOME 1. 2. 3.	
FREE TIME 1. 2. 3.	
LIST SPECIAL MOMENTS IN YOUR LIFE	

3 POSITIVE PERSONAL ADJECTIVES THAT DESCRIBE ME

1.

2.

3.

When complete, share and discuss within the group.

* Ideas adapted from Munson, Paul J., Career Motivation Program East Aurora School District, New York

WHY I VALUE SUCCESS*

1. I used my skills and know-how.
2. I was free to do it my own way.
3. I got some one to do what I wanted.
4. I helped some one to do something important to them.
5. I met a challenge or had an adventure.
6. I learned something new.
7. I felt what I did was important.
8. I gained respect or recognition.
9. I felt secure.
10. I received money or a reward.
11. I tried something new or different.
12. I felt safe doing it.

* Note: This will aid you in identifying why experiences are important to you. Feel free to add to the list.

DEVELOPMENTAL OBJECTIVE:

To help each student learn they have certain values important to them which will influence their choice of an occupation.

PERFORMANCE OBJECTIVE:

The student will become aware that personal values determine the standard of living an individual may wish to attain, and that the rewards of a job vary with the requirements and responsibilities of the job.

Unit #2

Capsule Description:

Studying values as separate, isolated entities provides little insight about the people who hold those values. This set of learning experiences deals with two major topics related to individual values: 1) the rewards one attains in a career (money, prestige, personal satisfaction, peer approval, etc.) and 2) the steps one undertakes to attain those rewards.

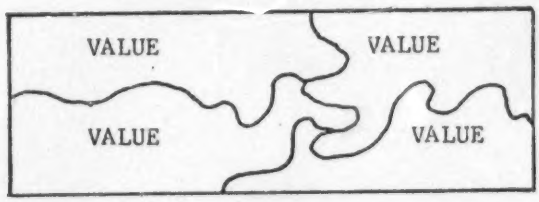
Materials Needed:

Prepare transparencies: Diagram of Maslow's Needs hierarchy (see p. II, 3)

handouts "Survival Exercise"

ACTIVITY #1

To introduce the idea of value relationships, put the following diagram on the chalkboard:



The diagram shows how individual values combine to make up a value system. Like puzzle pieces, by themselves they do not tell us much but when we fit them all together we have something that we did not have before. If we look at separate values we do not know very much about a person. The entire value system must be examined for the information to be meaningful.

Students can begin thinking about their own value systems by considering their personal needs and the life styles they think they would like to attain. Have students call out list of needs as you write them on the chalkboard. When they have thought of as many needs as they can, help them categorize the needs into following types (allowing students themselves to come up with the categories insofar as possible):

Activity #1 -- continued

1. Physical needs (hunger, thirst, sleep)

2. Safety needs (security, order, peace, protection. We want a predictable world--job protection, savings accounts, insurance)

3. Need for belonging and love (affection, identification. Desire to have affectionate relations with people and to have a place in the group...includes both giving and receiving love)

4. Esteem needs (success, prestige. The desire for strength, achievement, competence, mastery, freedom and independency... secondly the desire for reputation, recognition, attention)

5. Self-fulfillment needs (self respect, contentment, to reach your full potential and become the kind of person you desire to be)

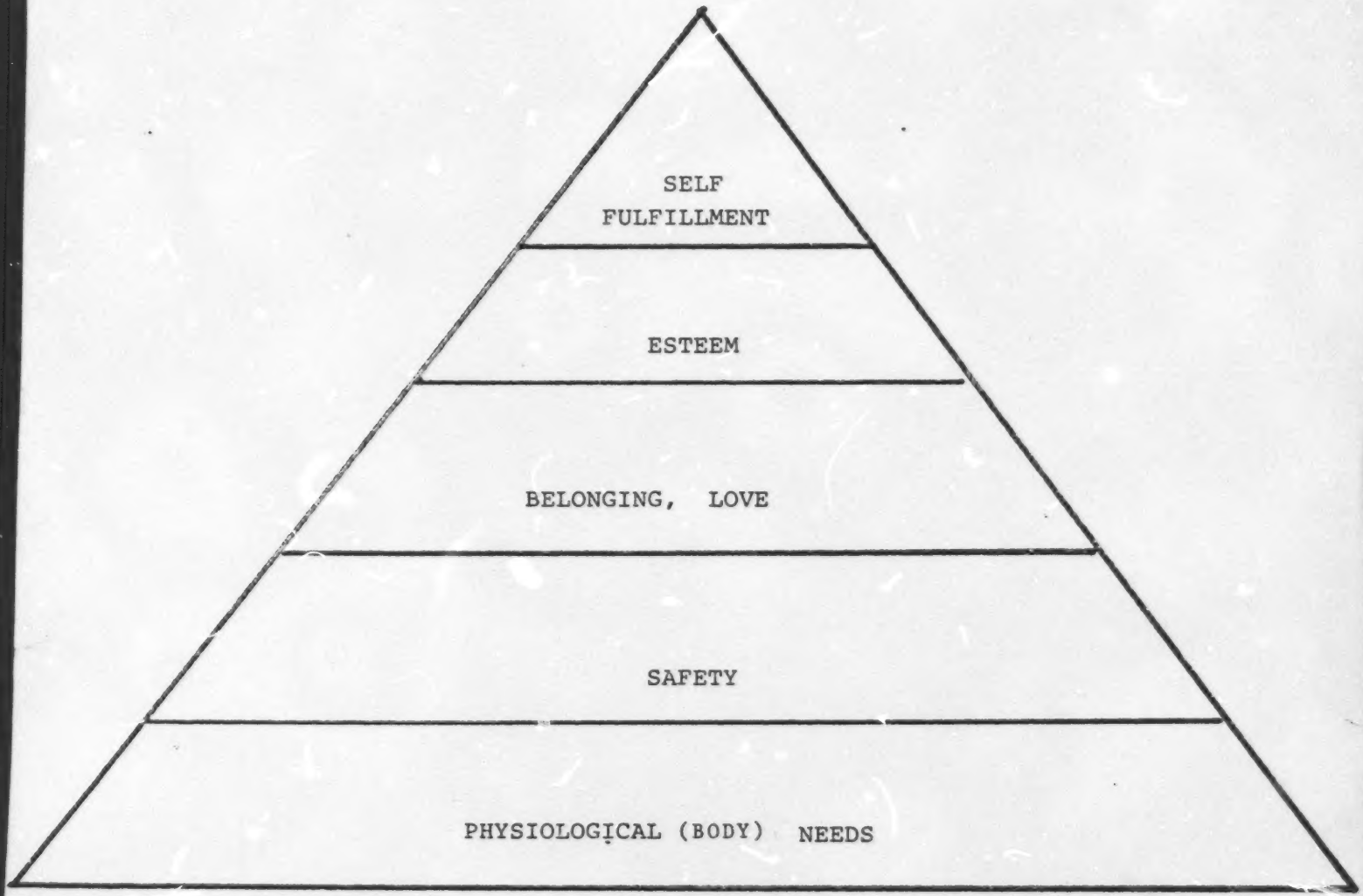
The relative importance of types of needs can be explained by examining the order in which man seeks to satisfy them. One way to approach this is to ask the question, "Does a starving man concern himself with law and order?" It is true that "man lives by bread alone" when he has nothing (that is, he struggles to satisfy his physiological needs first), but when he has bread he turns to safety, when he has safety he turns to love, when loved he turns to success, when successful he turns to self fulfillment. Show the transparency you have made of the diagram on page II, 3 during discussion, or draw one on chalkboard to help students visualize this concept.

ACTIVITY #2

To examine the concept of need priorities, ask the students to individually complete the worksheet "Survival Exercise" shown on page II 5, entering their priorities in the first column labeled "Individual."

Divide the class into small groups to discuss the exercise. Each group needs to arrive at one ranking of the items. The rank numbers should be entered in the column labeled "Team."

After each group presents its list to the class and differences are discussed, the standard order that NASA uses (page II 6) may be explained and noted in the third column, "NASA" for comparison.


SELF
FULFILLMENT
ESTEEM
BELONGING, LOVE
SAFETY
PHYSIOLOGICAL (BODY) NEEDS

Survival Exercise*

Instructions: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the illuminated surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During entry and landing much of the equipment aboard was damaged. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are 15 items left undamaged after landing. Your task is to order them in terms of their importance in helping your crew reach the rendezvous point. Under "Individual" place a "1" by the most important item, a "2" by the second most important, and so on through 15, the least important. Leave the other two columns blank for now.

	Individual	Team	NASA
Box of matches	____	____	____
Food concentrate	____	____	____
50 feet of nylon rope	____	____	____
Parachute silk	____	____	____
Portable heating unit	____	____	____
Two .45 calibre pistols	____	____	____
One case dehydrated milk	____	____	____
Two 100 lb. tanks of oxygen	____	____	____
Stellar map (of the moon's constellation)	____	____	____
Life raft	____	____	____
Magnetic compass	____	____	____
5 gallons of water	____	____	____
Signal flares	____	____	____
First aid kit containing injection needles	____	____	____
Solar-powered FM receiver-transmitter	____	____	____

*Taken from Pfeiffer and Jones, Structured Experiences for Human Relations Training

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DIFFERENT JOBS BRING DIFFERENT REWARDS

To emphasize that different jobs have different rewards and that one person's idea of a desirable situation may not be what another wants out of life, each student should complete the worksheet "What I Want from a Job." Each of the career rewards should be rated "very important," "moderately important," or "not important."

After the worksheets are completed, the students can discuss their responses, sharing what they revealed about themselves.

Again using the same worksheet, ask students to list under "Typical Jobs" those jobs that they think will bring the worker the indicated reward. When all students have finished, show "Typical Jobs" with an opaque projector and discuss the differences between the resource sheet list and the students' lists.

Awareness of personal values and job rewards may be evaluated by using the "Rewards" sheet shown on page III, 6.

Have each student fill in the five rewards he/she feels are most important to him/her, and list one step that will help attain each reward. Then working in small groups students can help each other identify two additional steps to take toward each reward.

Means of attaining rewards can include amount and kind of education or training, kinds of behavior and values, kinds of occupation to enter, etc. The students should be encouraged to think of as many different means as possible for achieving their ends, and if further exchange of ideas is desired, groups can confer with one another.

WHAT I WANT FROM A JOB*

Directions: Study the left-hand column and then rate yourself in the center as to how important each job reward is to you. Leave the right-hand column blank for now.

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
1. High income ($25,000 or more a year)				
2. Middle income ($10,000-$25,000 a year)				
3. Moderate or lower income (below $10,000/yr.)				
4. Security				
5. Risk or adventure				
6. Interesting and varied responsibilities; chance to exercise initiative and make own decisions				
7. Short hours				
8. Vacations				
9. High standing in the community				
10. Early retirement				
11. Light, easy work				
12. Outdoor work				

WHAT I WANT FROM A JOB (continued)

JOB REWARDS	VERY IMPORTANT	MODERATELY IMPORTANT	NOT IMPORTANT	TYPICAL JOBS
13. Pleasant working conditions.				
14. Variety of duties every day.				
15. Same duties every day.				
16. Chance to be creative.				
17. Chance to be alone.				
18. Chance to be with people.				

*Adapted from Speigler and Reiner, "What to Do After High School", SRA, 1971

JOB REWARDS	TYPICAL JOBS*
1. High income (over $25,000 a year)	Some professions, large businesses and farms, high-level sales work, professional athletics, some jobs in entertainment
2. Middle income ($10,000 -- $25,000 a year)	Most professions and business, skilled trade, some sales and technical work, some jobs in entertainment
3. Moderate or lower income (below $10,000 a year)	Clerical, some sales, operatives, service workers, laborers, farmers
4. Security	Government work, jobs with large companies having employee benefit plans, jobs in unionized industries
5. Risk or adventrue	Some sales, jobs in advertising, entertainment, jobs abroad, starting a business or working for a new company
6. Interesting and varied responsibilities, chance to exercise initiative and make own decisions	Most professions, most businesses at management level, some outside sales, some craftsmen's jobs
7. Short hours	Most factory and routine office jobs
8. Vacations	Longest in teaching; also in government work of all kinds
9. High standing in the community	Jobs requiring high degree of skill and education
10. Early retirement	Policemen's and firemen's jobs, armed forces, some dangerous jobs such as mining
11. Light, easy work	Routine assembly jobs, light sales jobs, many clerical jobs
12. Outdoor work	Surveying, some construction work, some home maintenance work; forestry, wildlife management; greenhouse, nursery, and landscape work; tree surgery, orchard and farm work

TYPICAL JOBS (continued)

JOB REWARDS	TYPICAL JOBS*
13. Pleasant working conditions	Jobs in modern factories, offices, supermarkets, air-conditioned stores
14. Variety of duties every day	Repair work of most kinds, saleswork, installation of machinery or appliances; some office jobs -- especially in smaller compaines; public relations work
15. Same duties every day	Routine typing and filing jobs, assembly jobs, cashier jobs
16. Chance to be creative	Tailoring and dressmaking, cabinetmaking and carpentry, jobs in commercial art, advertising, writing, interior decorating, entertainment
17. Chance to be alone	Forestry, truck driving, some laboratory jobs, jobs as night watchman, nurseryman, greenhouse worker, some research or library work
18. Chance to be with people	Saleswork, social service work, receptionist jobs, legal, medical, and dental work, jobs as waiters or waitresses, public relations work

* From Speigler and Reiner, "What to Do After High School", SRA, 1971

REWARDS

List below five rewards you feel are important to you personally, and describe at least one means or step you would take to attain each reward. Ask other students in your group to help you find two other means to help attain each reward. At least one step for each reward should demonstrate an interdependency with other people.

Reward 1:_____ Steps: a.
b.
c.

_____

Reward 2:_____ Steps: a.
b.
c.

_____

Reward 3:_____ Steps: a.
b.
c.

_____

Reward 4:_____ Steps: a.
b.
c.

_____

Reward 5:_____ Steps: a.
b.
c.

_____

DEVELOPMENTAL OBJECTIVE:

To help each student learn people desire and obtain different rewards and satisfactions from their occupations.

PERFORMANCE OBJECTIVE:

The student will learn to rank the rewards and satisfactions most important to them in order to scale values for decision making

Unit #4

Capsule Description:

Setting value priorities (ranking) is difficult but very helpful in the decision-making process. For example, it makes a difference if security is only half as important as large income or almost ties for first place with it. Exercises focus on helping students learn what they want from a job which will, in turn, help them in making better occupational decisions.

Materials Needed:

Handouts "Sixteen Statements" and "Sixteen Statements Worksheet" ready for distrib
16 sheets paper, felt-tip marker, scotch tape
and the worksheet.

ACTIVITY #1 Distribute "Sixteen Statements"/Ask students to follow instructions & rank.

Introduce discussion with an involving, active experience. Using a felt-tip marker, write the numbers 1-16 on separate sheets of paper and tape them up around the room. After everyone has completed the exercise, have everyone get up and stand by the number each assigned to the various statements. For example, you might say "stand by the number which you assigned to the statement which included the underlined word "hands."

Run through a number of the statements having the students repeat this procedure. This provides a good catalyst for discussion and also illustrates the usually wide range of rankings which the class will assign to any one statement. It is important to emphasize that it is all right to have values that differ from those held by the others in the class.

Discussion of the relationship between responsibility and leadership, (statements 6 and 9), security and rapid advancement (12 and 13), and public service and helping others (14 and 16) may be helpful to student understanding of rewards and satisfactions.

ACTIVITY #2

Identification of the persons from -whom the student wishes approval will help clarify another influencer of occupational choice.

Ask students to turn over "16 Statements Worksheet" and on the back list the people (such as parents, certain teachers, counselors, peers, society and others) that they would like to have approve their occupational interests. Then ask them to circle the two whose opinion they value the most.

Discuss how they will influence decisions.

SIXTEEN STATEMENTS

Rank the issues in descending order (1-16) according to how strongly you feel about each one. The strong feelings should be positive.

1. How would you feel about taking a job where you were required to work with your hands?

2. How would you feel about a job where you spent all of your time outdoors?

3. How would you feel about taking a job which was uninteresting, but paid very well?

4. How would you feel about working at a job which left you very little leisure time?

5. How strongly do you feel about having a job in which you are satisfied that you are doing well?

6. How would you feel about a job that entailed critical responsibilities?

7. How important is it to you that other people think highly of your job?

8. How would you feel about a job in which you had very little contact with your co-workers?

9. How would you feel about a job which involved a leadership role?

10. How would you feel about moving from your home state?

11. How strongly do you feel about taking a job where most of the time you are on your own?

12. How would you feel about a job with long range security, but limited opportunities for advancement?

13. How would you feel about a job which promises rapid advancement, but in which you are re-evaluated every six months?

14. How would you feel about taking whatever job is available in a worthwhile public service?

15. How would you feel about a job in which you were constantly required to learn new skills?

16. How would you feel about a job in which you needed to help others?

SIXTEEN STATEMENTS WORKSHEET

Directions: Write the underlined word in each statement in the appropriate box. Only one item may be placed in each box, thereby forcing you to decide which issues you feel strongest about in relation to the others. The key word will help you to recall the statement as you reorganize your priorities.

VERY STRONG	STRONG	MILD	LITTLE FEELING
1	5	9	13
2	6	10	14
3	7	11	15
4	8	12	16

List your top six

1. 4.

2. 5.

3. 6.

DEVELOPMENTAL OBJECTIVE:

To help each student learn they have certain values important to them which will influence their choice of an occupation

PERFORMANCE OBJECTIVE:

The student will be able to make choices between competing alternatives

Unit #5

Capsule Description:

This exercise allows students practice in making choices between competing alternatives by asking them to rank order all alternatives in accordance with their value-laden preferences. Discussion should follow.

Materials Needed:

handouts "Rank Order" ready for distribution
"I Learned Statements" can be distributed or written on board

ACTIVITY:

Distribute "Rank Order" handout. As a leader, you may decide to select only 8-10 of the following depending upon time and interest

Leader may wish to read questions, ask for answers (5-7 students give their ranking); leader may give his/her ranking. If comfortable, discussion should follow explaining reasons for choices.

After completing, students may wish to add alternatives of their own.

Follow-Up Activity:

To help clarify and reinforce learnings which many students might not realize have taken place, and to provide leader feedback ask students to complete the following "I Learned" statements**:

I learned that I value ---
I realized that I ---
I was suprised that I ---

Provide students with one or two examples, e.g. "I realized that I was not clear about what I wanted in my life or job." Ask students to keep statements short, to the point, and do not attempt to explain or defend them. Avoid allowing discussion to interrupt the free flow of I Learned statements. Students have the freedom to pass.

** Note: You may wish to use this activity after some of the other capsules. also,

Supplemental Activity

To further assist students in understanding the implications their personal value structure has on career decision making, a set of five filmstrips with records is available from CKAVTS/CDP Resource Center: "Career Values: What Really Matters to You?" Feedback from field test sites indicates it might be better to space these throughout the units.

RANK ORDER*

The following questions will require you to look deeper into yourselves and make a value judgment. From the alternative choices for each question, rank order all alternatives according to your own value-laden preferences by placing a 1 in front of the most preferred, 2 the next preferred and so forth. Discussion will follow.

1. If I gave you $500, what would you do with it?

   _____save it
   _____give it to charity
   _____ buy something for myself

2. Which is most important in an occupation?

   _____ satisfaction
   _____ money
   _____ contribution to others

3. How do you learn best?

   _____ through lectures
   _____ through independent study
   _____ through discussion

4. Where would you rather live and work?

   _____ on a farm
   _____ in a small town
   _____ in a city

5. Which type of teacher do you most prefer?

   _____ strict in the classroom but little homework
   _____ strict in the classroom and much homework
   _____ easy-going in the classroom but much homework

6. Which would you most like to improve?

   _____ your looks
   _____ the way you use your time
   _____ your social life

7. How do you have the most fun?

   _____ alone
   _____ with a large group
   _____ with a few friends

8. If you were a pacifist and you found out your friend supports certain wars, would you

   _____ discontinue the relationship
   _____ try to change his viewpoint
   _____ overlook the discrepancy in views

* adapted from Planning Ahead for Career Choice, p. 39-42

Rank Order, continued. p. 2

9. You've spent a great deal of time picking a gift for a friend. You give it to him personally. What would you rather have him do if he doesn't like the gift?

_____ tell you he doesn't like it
_____ keep the gift and thank you politely
_____ return the gift to the store without telling you

10. Whom would you prefer to work for? A person with

_____ intelligency
_____ personality
_____ prestige

11. Which do you most want money for?

_____ to buy food and clothes
_____ to go places on your own
_____ to feel independent
_____ to feel important

12. Which would you find easiest to do?

_____ campaign for contributions to the United Fund?
_____ tutor other students
_____ be a hospital volunteer worker

13. In your leisure time, what would you most like to do?

_____ weave, make pottery, or do some craft
_____ play a guitar
_____ water ski

14. Which would you most like to be?

_____ owner of a small business
_____ employee in a large corporation
_____ employee in a small business

15. Which do you like most?

_____ math?
_____ English?
_____ Social Studies?

16. How would you spend an inheritance?

_____ on travel
_____ on education
_____ on entertainment

17. Which would you least like to be?

_____ deaf
_____ blind
_____ an amputee

Rank Order, continued. p. 3

18. If you were stranded on a deserted island which would you rather have with you?

_____ the Bible
_____ the complete works of Shakespeare
_____ the history of civilization

19. Which of these would be most difficult for you to accept?

_____ the death of a parent
_____ the death of a spouse
_____ your own death

20. How would you break off a three-year relationship with someone you've been dating steadily?

_____ by telephone
_____ by mail
_____ in person

21. Which of these jobs would you like most?

_____ school teacher on an Indian reservation
_____ director of an inner city project
_____ coordinator of social action projects for a liberal suburban church

22. Which would you be more concerned about as you grow older?

_____ lung cancer
_____ overweight
_____ declining vision

23. Which would you prefer to give up if you had to?

_____ economic freedom
_____ religious freedom
_____ political freedom

24. How would you rather spend a Saturday evening?

_____ at home watching television
_____ at a good concert
_____ at a football or basketball game

25. Which would you want most in a best friend?

_____ someone who will flatter you
_____ someone who will listen to your problems
_____ someone who is aware of other people's needs

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Unit #6

Capsule Description: Students need to know what their abilities and interests are in order to make wise and satisfying occupational choices. The unit first focuses on interests as evidenced by Kuder Interest Inventory C (self scoring version provided), then to rate themselves on the amount of ability and interest they think they possess, and suggests they check out their scholastic records with their school counselor.

Materials Needed:

Kuder Interest Inventory, Form E

handout "Ability-Interest Self Appraisal" ready for distribution

Activity #1

Distribute the Kuder Interest Inventory, Form C. Follow instructions and then have them score when completed. If time is short, this could be a "take home" activity.

Student profiles will be grouped according to the following interests:

(List on board) Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, Clerical.

For fun, ask students to write down the three strongest fields of interest as they perceive them now, and to check back later to see if the results of the survey agree.

Using the KUDER Occupational Interest Chart and the occupational scales from the Kuder Interest Inventory ask students to start a list of occupations that interest them, and to circle the three that interest them the most.

Activity #2

Ask students: WHAT ARE YOU DOING WITH YOUR LIFE?

Simply settling? Reacting to others?

In control of the direction of your life?

Is your life making a difference?

Are you free to choose from alternatives?

Are you considering the consequences of a decision?

Distribute "Ability-Interest Self Appraisal" to assist students in appraising their own interests and abilities.

Activity #3

After self-appraisal, students should check their actual academic record with their counselor in order to more realistically assess their abilities.

KUDER INTEREST PATTERNS (Suggestions)

Some probable patterns of interest for a few occupations having specific high interest areas:

HIGH MECHANICAL

Manual tradesmen (above average Scientific; below average Persuasive, Literary, Musical, Social Service, Clerical)

Manufacturing foremen (also high computational; above average Scientific; below average persuasive, Literary, Musical, Soc. Ser., Clerical)

Aviators (also high Scientific; low Soc. Ser.; below average Persuasive and Clerical)

Professional Engineers (high Scientific; above average Computational; below average Artistic, Musical, Soc. Serv.; low Clerical)

Physical Education Instructors (high Soc. Serv.; low Clerical; below average Computational, Persuasive, Artistic, Musical)

Civil Engineers (Also high Computational; above average Scientific; low Persuasive, Soc. Serv.; below average Musical, Clerical)

Scientific Land and Atmosphere Workers (Also high Scientific; low Persuasive; below average Artistic, Musical, Soc. Serv., Clerical)

HIGH COMPUTATIONAL

Accountants and Office Clerks (above average Clerical; below average Artistic, Soc. Service.

Civil Engineers (see "High Mechanical")

Office Machine Operators, Female (above average Artistic, Clerical; below average Mechanical, Persuasive)

Math Teachers (also high Scientific; low Persuasive)

HIGH SCIENTIFIC

Chemists (above average Mechanical, Computational, Literary; low Clerical; below average Persuasive, Soc. Serv.)

Chemical Engineers (above average Mechanical, Computational, Artistic; below average Soc. Serv., Clerical, Musical, Persuasive)

Aviators (See "High Mechanical")

Pharmacists and Laboratory Technicians (above average Mechanical, Computational; below average Literary, Musical, Soc. Serv., Clerical)

Professional Engineers (see "High Mechanical")

Physicians and Surgeons (above average Mechanical; below average Clerical, Persuasive)

Camp Counselors (above average Persuasive, Literary, Musical; below average Clerical, Computations)

HIGH PERSUASIVE

Salesmen and Sales Managers (below average Computational, Artistic Clerical)

Buyers and Executives, Female (above average Literary, Musical; below average Mechanical, Scientific)

Camp Counselors (see "High Scientific" and "High Literary")

HIGH ARTISTIC

Artistic and Art Teachers, Female (above average Literary, Musical; low Computational; below average Scientific, Clerical, Mechanical)

Occupational Therapists, Female (above average Mechanical, Musical, Soc. Ser.; below average Computational, Persuasive, Clerical)

Commercial Artists and Photographers (below average Soc. Serv., Clerical)

Teachers, Female (See "Musical" and "Social Service")

HIGH LITERARY

Writers (above average Persuasive, Musical; below average Mechanical, computational, Scientific, Artistic, Soc. Serv.)

Advertising Personnel (Above Average Persuasive, Musical; below average computational, Clerical, Scientific, Soc. Serv.)

Educators in Literary Field, Female (above average Musical; below average Mechanical, Computational, Scientific)

Expressive Arts Occupations (above average Artistic, Musical; below average Mechanical, Computational, Scientific, Clerical)

Professional Workers in Law and Higher Education (above average Scientific; below average Mechanical, Artistic, Soc. Serv.)

Camp Counselors (see also "High Persuasive", "High Scientific")

HIGH MUSICAL

Musicians and Music Teachers (above average Artistic; below average Scientific, Mechanical, Computational, Clerical)

Teachers, Female (see also "Artistic")

HIGH SOCIAL SERVICE

Social, Welfare, and Religious Workers, Female (above average Literary, Musical; low Mechanical, Computational, Scientific; below average Clerical)

Physical Education Instructors (see "High Mechanical")

Nurses (above average Artistic, Musical; below average Mechanical, Computational, Persuasive, Clercial)

Rehabilitation Counselors (high Mechanical; above average Persuasive; below average Artistic, Musical, Clerical)

Dental Hygienist, Female (above average Scientific, Artistic, Musical; below average Computational, Clerical, Mechanical, Persuasive)

Teachers, Female (see also Musical, Artistic)

HIGH CLERICAL

General Office Workers and Teachers of Same, Female (above average Musical; below average Mechanical, Scientific

Manual Clerks, Male (Above average Mechanical, Computational; below average Artistic, Soc. Serv.)

Customer and Employee Contact Workers, Female (above average Persuasive, Musical; below average Mechanical, Computational, Scientific)

Office Machine Operators, Female (see "High Computational")

NO HIGH SCORES

Nutrition - Connected Occupations, Female

Activity #2

ABILITY-INTEREST SELF APPRAISAL *

Rate the amount of ability and interest you think you possess on the following items by writing in one number for each.

Ability Low 1 2 3 4 5 High	Item	Interest Low 1 2 3 4 5 High
_ _ _ _ _	Verbal: Writing skills and choice of words	_ _ _ _ _
_ _ _ _ _	Understanding ideas expressed in words	_ _ _ _ _
_ _ _ _ _	Thinking and reasoning with words	_ _ _ _ _
_ _ _ _ _	Spelling, punctuation, capicali-zation	_ _ _ _ _
_ _ _ _ _	Reading stories quickly & accurately	_ _ _ _ _
_ _ _ _ _	Numerical: Understanding ideas expressed in numbers	_ _ _ _ _
_ _ _ _ _	Solving problems using numbers	_ _ _ _ _
_ _ _ _ _	Abstract: Solving problems or under-standing ideas where there are no words or numbers to guide you	_ _ _ _ _
_ _ _ _ _	Space Relations: Visualizing solid objects from looking at flat paper plans	_ _ _ _ _
_ _ _ _ _	Mechanical: Understanding how simple appliances, machines, & tools work	_ _ _ _ _
_ _ _ _ _	Repairing applicances, machines, and tools	_ _ _ _ _
_ _ _ _ _	Social: Understanding & being able to deal with people	_ _ _ _ _
_ _ _ _ _	Selling: Promoting ideas or selling things to people	_ _ _ _ _

* Jackson, Dorothy, Planning Ahead for Career Choice, Cornell University, 1976

Activity #2
Continued

Ability Low 1 2 3 4 5 High	Item	Interest Low 1 2 3 4 5 High
_ _ _ _ _	Artistic: Creative use of one's hands usually involving color and design work	_ _ _ _ _
_ _ _ _ _	Musical: Sing or play instruments well	_ _ _ _ _
_ _ _ _ _	Understand & read music	_ _ _ _ _

List in the box below all the items rated 4 or 5

Ability

List in the box below all the items rated 4 or 5

Interest

List in the box below, only those items that are listed in both of the above boxes

1.
2.
3.
4.
5.

You have identified abilities and interests according to how you see yourself. How do you compare with other people like yourself? To answer this question you are encouraged to consult with your counselor. He/She has additional resources that can assist you.

DEVELOPMENTAL OBJECTIVE:

To help each student understand the decision-making process

Unit #7

PERFORMANCE OBJECTIVE:

The student will be able to assess themselves in relation to the environment as a means of setting reasonable and obtainable goals, while realizing goals may need modification in response to the changing environment.

Capsule Description:

Students are given specific tasks as the basis for a discussion of the steps in decision making. By relating educational experiences to the interests and achievements they are likely to affect, students will be able to set reasonable future vocational goals.

Materials Needed

To prepare for the game "Choosing a Birthday Present" make up at least thirty 3"x5" cards, each with the name of a birthday present on it.
Blank 3"x5" cards

ACTIVITY #1

Display the thirty cards, each with the name of a birthday present on it. Each student selects a card naming a gift he/she would like to receive. After everyone has a card, each student answers the question:

"Why did I pick the present I did?"

The student should consider his/her choice in such terms as "having fun with it" or "using it to prepare for my future." Other possible questions for discussion include:

"How can work be fun?"
"How can I make hobbies into a career?"
"Would I be happy to receive a present that would help in work or school?"

ACTIVITY #2

As a means of learning how one goes about making a valid decision, encourage a discussion of the decision-making process delineating the following steps:

1. Know what you have to make a decision about (e.g., choosing a present, car, home, spouse, or career)
2. Know what the alternatives are or how to find out what they are.
3. Know as much as you can about each alternative (e.g., its costs, its rewards)
4. Know as much as you can about yourself (what rewards are important to you, what you like, what you are good at).
5. Pick the alternative that best suits your needs and that you can achieve or afford.

Activity #2 (continued)

6. Evaluate the choice to see if it can be attained and will suit your needs.

7. If the choice is "right", see it through.

ACTIVITY #3

Ask each student to write the name of an occupation on a blank 3"x5" card. This should be an occupation they are considering for themselves.

Collect the cards and randomly redistribute the cards, one per student.

Tell the class that the cards name each student's occupation, and then elicit responses from them as to whether they are pleased or displeased with the choice, and why. Reasons for accepting or rejecting an occupation are likely to include preferences for location of work, kind of work, monetary rewards, and the student's looks, personality, or desired work satisfactions.

By this time students should be able to deal with questions such as the following:

How do I make decisions?
What things are important to me?
What do I like to do?
What should I do to prepare for my future?

Supplemental Activity

Allow the class to select a few jobs, preferably requiring different qualities in the worker, and then assign or let students choose one of the jobs to apply for. More than one student should apply for each job, so that competition exists. Students should fill out Job Application forms, and after the applications are completed set up a role playing situation with students portraying members of an employer committee reviewing the qualifications of those seeking positions. Once the committee has made the selection for each of the positions, the rest of the class may then discuss with the committee what there was about the applicant that led them to feel the applicant would be successful in that particular job.

A spin-off of this would be to have the committee have difficulty making a selection and allow them to interview a few of the applicants they are considering for a specific job before making a final decision. Remind students to look for particular characteristics of the applicant that would cause an interviewer to believe the applicant would be a good employee in the specific job, rather than judge on the basis of personality alone.

Information from the EXPLORE Leader's Guide, p. 340-341, on Job Application Forms is enclosed for your reference.

Examples of "Birthday Gifts"

record album

new suit

new sweater

new dress

trip to Florida

bicycle

typewriter

World Series tickets

concert tickets

Lunch with Farrah Fawcett

jogging shoes

tennis racket

mechanic's tools

sewing machine

years movie pass

acre of farm land

Date with Donnie Osmond

car

cycle

340

JOB SAFARI

Objective: To identify and demonstrate job acquisition skills

A. Filling Out an Application Form

1. Tell the students they have been asked to make up an application form for the _____ Company in your community. Have them list the questions that they feel should be included on this form. After the students have prepared the form, obtain an actual application form used by this company. Compare the two forms. Discuss the types of questions asked. Discuss reasons for asking certain questions in application forms.

2. Invite a resource person in to speak to the class on the importance of neatness and honesty in filling out an application form.

3. Hand out samples of application forms from local businesses. Ask the students to fill out a sample application form. Use the Instructions for Filling Out Applications Forms as a guide.

How to Fill Out Job Application Forms*

1. Always get at least two copies of the application form. Print the first application form copy (your draft copy) as neatly, accurately, and completely as you can in pencil. The second copy is your final copy. Print this one in ink or use a typewriter.

2. At the bottom of most applications, you are asked to certify that the information is truthful. Do not fabricate, but do be positive. Examples: If your health is normal, write "excellent." If you write "good," the employer may think you have health problems. If your health isn't normal, interpret the facts in a way that won't shut you out. Depending on the severity of your problem, use such answers as: "No problem which affects my working ability or attendance."

3. If your class standing is low, do not just write "in lowest quarter of the class." Continue on to add a positive point, such as that your grades improved during your last semester of school, or that you did well in a subject related to the job.

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*Adapted from an article in Career World, February, 1976 (Highwood, Ill.: Curriculum Innovations, Inc.)

4. When specifying the type of work desired, be specific without limiting your chances for more than one opening. For instance, if you can type, don't just write "clerk." Instead, "clerk-typist or related clerical position." If you don't mention a related position, you might be overlooked for a job as a receptionist or a file clerk. Do not write "any work considered."

5. Unless you know what the job pays, a good answer to the salary question for beginners is "prevailing wage," and for experienced applicants, "open for discussion."

6. When are you available for work? Beginners should say "immediately," presently employed workers, on "two-weeks' notice." (See the activity entitled What You Have Always Wanted to Know About Quitting a Job). Unemployed applicants with experience can say "to be arranged in the interview."

7. Reasons for leaving previous jobs should emphasize the positive: "opportunity for advancement" or "sought broader experience." Avoid negative reasons: "poor working conditions" or "unreasonable supervisor."

8. Make it easy for the employer to contact you. If necessary, arrange for a back-up telephone number with a friend. If an employer cannot reach you after several tries, he or she may give up.

9. Complete all items that need an answer, even if you have to check with former employers or elsewhere for the information.

10. Check your penciled draft copy carefully for errors in spelling, punctuation, and grammar. Get help if necessary. Ask for a qualified person to review your draft before beginning to fill in your final copy in ink or with a typewriter.

11. When you are satisfied, neatly print in black ink, or type, the second copy. Return it to the employer. Keep your penciled copy for future use, and review it for the interview.

In summary, make each application a positive and orderly picture of you and your abilities. Consider the application as a sample of your work. If it is neat, complete, and accurate, the employer will view you as a person who does high quality work. But if it is a sloppy mess, the employer is likely to think of you as a person who does not care, does not try, and does not know the kind of applicant employers try to avoid.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date _____ Social Security Number _____

Name _____ Age _____ Sex _____
Last First Middle

Present Address _____
Street City State Zip

Permanent Address _____
Street City State Zip

Phone Number _____ Own Home _____ Rent _____ Board _____

Date of Birth _____ Height _____ Weight _____ Color of Hair _____ Color of Eyes _____

Married _____ Single _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____ Dependents Other Than Wife or Children _____ Citizen of U. S. A. Yes ○ No ○

If Related to Anyone in Our Employ, State Name and Department _____ Referred By _____

Last First Middle

EMPLOYMENT DESIRED

Position _____ Date You Can Start _____ Salary Desired _____

Are You Employed Now? _____ If So May We Inquire of Your Present Employer _____

Ever Applied to this Company Before? _____ Where _____ When _____

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of Special Study or Research Work _____

What Foreign Languages Do You Speak Fluently? _____ Read _____ Write _____

U. S. Military or Naval Service _____ Rank _____ Present Membership in National Guard or Reserves _____

Activities Other Than Religious (Civic, Athletic, Fraternal, etc.) _____
EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(Continued on Other Side)

Form 660-26 U. S. A. WILSON JONES

FORMER EMPLOYERS (Below Last Four Employers, Starting With Last One First)

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give Below the Names of Three Persons Not Related To You, Whom You Have Known At Least One Year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD:

List Any Physical Defects

Were You Ever Injured? Give Details

Have You Any Defects In Hearing? In Vision? In Speech?

In Case of Emergency Notify Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness		Character	
Personality		Ability	

Hired For Dept. Position Will Report Salary Wages

Approved: 1. Employment Manager 2. Dept. Head 3. General Manager

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Unit #8

Note: This unit is difficult. For younger groups use Decision Making Plan on VIII, 8-9-10.

Errors in Decision Making and Collecting Information

Capsule Description: Four types of errors are commonly made in decision making. These errors show up in both big and little decisions, and each of us have probably made all these mistakes in our own decisions. A person can learn how to avoid or minimize these mistakes through awareness.

Materials Needed: handout sheets ready for distribution
"Gathering Information" VIII,4; "Information Sources" VIII,5; "Predicting Outcomes" VIII,6 and VIII,7.

Activity #1

People's decisions vary because they have different values and information. Decisions are based on what you know and want. The following types of errors may be made by an unskillful decision maker in gathering and using information:

The four categories are as follows:

Type 1: Not knowing options. Not choosing an alternative because one does not know it is a possibility.

Type 2: Not knowing probable outcomes. Choosing an action even though one does not know the possible outcome.

Type 3: Information unsound, undependable. Misinterpreting importance of certain data. Underestimating or overestimating information.

Type 4: Collecting useless or irrelevant data. Collecting information that cannot be used or is not necessary.

Ask students to write a list (VIII,4) of examples from their own lives that represent each category. (Handout #1) It should be interesting to find out from the students which category is the longest, and for which category it was hardest to think of examples -- it might tell us something about which types of mistakes are most common!

After students have worked on this awhile, take time to discuss each of the types to bring out certain issues related to them. Some suggested questions follow. Add others that seem appropriate.

Type 1: Not knowing options.

Do you ever know all the alternatives?
What happens if there are too many alternatives to consider?
Do you sometimes know about alternatives but forget to consider them?
What causes people to forget certain alternatives?
Is it a mistake (a bad decision) not to know a desirable alternative if you have no opportunity (no resources) to discover it?
What are some of the reasons why people don't know about some alternatives?
How does one create new alternatives? To illustrate, ask students to think of something in the room: a calendar, a clock, a wastepaper basket, etc. Write down one of these, and then list all the ways it could be designed to serve their purposes better. Don't spend alot of time on this, but use it to provide an example of how people can create new alternatives.

Type 1 -- continued.

Examples: (a) A student does not apply for a scholarship because he/she does not know it exists.

(b) A student pays $60 for a calculator when the identical model can be bought for less at another store.

(c) A student fails to get a job they would like because they didn't know that store was hiring.

Type 2: Not knowing probable outcomes.

Start by pointing out that most decisions are made in conditions of uncertainty. Most of the time one does not know exactly what the outcome will be. Then use some of the following questions:

How would one go about predicting what his chances were to get an A in this class?
What is a prediction? How do people go about predicting? How can one learn to predict in most everyday decisions?
Why do people usually avoid or dislike the notion of predicting personal outcomes?
Is experience an advantage in predicting? Can it be a disadvantage? How?
How does personal preference influence judgment about possible outcomes?
Is it helpful to know the probabilities of results? Is it possible? Are outcomes of personal decisions ever certain?

Examples: (a) A student takes drugs without knowing the possible effects or consequences.

(b) A student takes a job for which he is not qualified because his friends are working there.

(c) Neglecting to include interest income when filling out your income tax.

Type 3: Information unsound, undependable.

Why would someone want to believe a rumor?
What are the dangers of asking others' opinions?
What are some factors that might cause people to misinterpret data?
Can you give examples of wanting something to be true so much that you believe it is true? People tend to expect (or predict) events to be more likely when the events are desirable and vice versa.

Examples: (a) A student misses a practice because he hears a rumor that it it has been cancelled.

(b) A student reads outdated career information

(c) A student decides to buy a Harley Davidson from a stranger who says it is in good condition.

Type 4: Collecting useless or irrelevant data.

What is wrong with collecting useless data?
How can one guard against doing this?
How does a person decide what information to collect?
Some people collect information they already know. Why?

Examples: (a) A student takes an interest inventory without follow-up interpretation.

(b) A planning commission takes a survey to collect information already available.

(c) A student takes an intelligence test to find out if he would like to be a dancer.

Activity #2 (Student handout "Information Sources" VIII,5)

The purpose of this exercise is to give some practice and understanding in looking at the variety of sources of information usually available in making decisions. Concentrate on encouraging discussion about the variety of resources available and why people prefer certain sources to others.

The following types of questions might be helpful in leading discussion:

What information does the decision-maker already have that he can use?
How reliable, valid, current, accurate is this information?
What information is most important to him or her in reaching a decision?
How do you check reliability of information?
Which source is most important?
Sources available to aid in making your decision.

Other information sources:

Kansas State Employment Office
Chamber of Commerce---Business/Industry/Education Council
Radio and TV stations
Local newspapers
Community agencies, e.g. social and business
City hall
Personnel directors of local industry
School and regional career centers and libraries

Activity #3

As a spin-off of Type 2 common mistakes in decision making, most of us do make predictions but often unconsciously, and therefore unsystematically, and therefore unreliably. This is an exercise to give practice in thinking about possible outcomes before choosing. Distribute handout on "Predicting Outcomes," VIII,6 & 7.

The section that asks students to write in their own actions for practice is important. It could provide some new and relevant ideas for everyone to use, and will hopefully cause students to think more carefully in terms of future choices. But don't try to make this a test to "discover" hidden thoughts. If it is seen as "revealing", students won't be so free to express themselves.

GATHERING INFORMATION

Type 1: Not Knowing Options. Not choosing an alternative because one does not know it is a possibility.

Type 2: Not knowing probable outcomes. Choosing an action even though one does not know the possible outcome.

Type 3: Information unsound, undependable. Misinterpreting importance of certain data. Underestimating or overestimating data.

Type 4: Collecting useless or irrelevant data. Collecting information that cannot be used or is not necessary.

Activity #2

Information Sources

Tom is employed in a skilled job that he took after completing two years of technical training. The job pays well and he enjoys his work. He found out that he cannot advance easily to management position without four years of college. Tom is about to be married and his wife-to-be wants him to continue his education. Some of his fellow workers think he only needs two years of college to advance.

Consider the uncertainty of giving up a good job with only tentative assurance of advancement.

Tom identifies the following sources of information that can help him decide. CIRCLE 4 of the best sources and LIST OTHER SOURCES to help Tom.

Think About?

1. His skills and abilities
2. Personality and temperment
3. Satisfactions he wants from job
4. Future life style
5. Activities he enjoys most
6. Immediate wants
7. Future wants
8. Wishes of others
9. Probable job outcome
10. Chances of success
11. Advantages, disadvantages of present job
12. Advantages, disadvantages of future job

Talk To?

1. Friends
2. Parents
3. Counselor
4. Boss
5. People in management
6. College admissions people
7. College placement counselor
8. Employment office
9. Chamber of Commerce
10. Labor Relations Board

Read About?

1. Occupations
2. Colleges in catalogs
3. Job market outlooks
4. Trade journals

Action?

1. Visit placement office
2. Visit employment agency
3. Visit colleges
4. Estimate expenses
5. Send for applications
6. Take required tests

List the sources you will use in collecting information about your occupational preferences.

From Planning Ahead for Career Choice

Predicting Outcomes

One of the elements of the decision-making process is looking ahead "to see what might happen if I do this." It is important to think about possible consequences of each alternative action and their probabilities. This means predicting.

Sometimes it is possible to gather information to help you predict. Sometimes you must predict with only what you already know. Most people need training and practice in learning to make accurate predictions.

The better you are able to predict the possible outcomes, the more likely you are to choose actions with outcomes that will please you.

Try your skill at predicting outcomes in the following table.

First, read each action.
Then write your prediction of the outcome beside the action.

What Would Happen If . . .

ACTION	OUTCOME
1. You did not go to college?	
2. You never got married?	
3. You joined the military service?	
4. You worked in a factory?	
5. You lived in a commune?	
6. You ran away from home?	
7. You lived on welfare?	
8. You got married tomorrow?	
9. You dropped out of high school?	
10. You became a professional entertainer?	

How did you make your predictions? What data did you use?

What did you learn about yourself?

Would your parents or a friend or a counselor predict the same for you?

Does it matter to you what others think (if they oppose you)?

What other information would you like to have?

Would you predict different outcomes for five years from now?

Ten years? Twenty years? Why?

Now list five possible actions that you might take and predict an outcome for each. List some actions you have considered, some your parents or counselors have suggested, and some you would never consider. Predicting a wide variety of possibilities will help you learn more about yourself.

What Would Happen If . . .

ACTION	OUTCOME
1.	
2.	
3.	
4.	
5.	

Checkpoint

1. Four mistakes commonly made in collecting and using information were discussed. Can you list them in your own words?

2. Why does the same information have different significance for individuals who are making similar decisions?

3. How does a good decision increase the probability of a favorable outcome?

4. How does someone go about predicting what is likely to happen when he makes a decision?

MY DECISION-MAKING PLAN

Name _____

Steps in Decision-Making

1. Know what you have to make a decision about (choosing a present, car, home, date, marriage partner, or career)
2. Know what the alternatives are or how to find out what they are.
3. Know as much as you can about each alternative (its costs, its rewards)
4. Know as much as you can about yourself (what rewards are important to you, what you like, what you value, what you are good at)
5. Pick the alternative that best suits your needs and that you can achieve or afford.
6. Evaluate the choice to see if it can be attained and will suit your needs.
7. If the choice is "right", see it through.

---

1. As far as deciding on a career, what steps have you completed?

   What steps are you still working on in deciding on a career?

2. If you have completed or are working on step 2 in the decision-making process, list a number of the career alternatives you are presently considering fairly seriously. Star the 3 that are your top choices right now.

3. Which step (steps) in the decision-making process is giving you the most difficulty, or the one that you need the most help, time, or work on? WHY?

4. How do you make most of your decisions? Explain fairly thoroughly only after you have given it some serious thought.

5. Are you happy and satisfied with where you are at in making a decision about your future career?
   If yes, why are you happy and satisfied with it?
   If no, what do you need to do so you will be happy and satisfied with it in a year or less?

Errors in Decision-Making

Four types of errors are commonly made in decision-making. These errors show up in both big and little decisions, and each of us have probably made all these mistakes in our own decisions. A person can learn how to avoid or minimize these mistakes through awareness and practice.

1. Not knowing the options or alternatives. (Not choosing an alternative because one does not know it is a possibility.)
2. Not knowing probably outcomes. (Choosing an action even though one does not know the possible consequences or outcomes.)
3. Information unsound, undependable. (Misinterpreting importance of certain data. Underestimating or overestimating information.)
4. Collecting useless or irrelevant information. (Collecting information that cannot be used or it is not necessary.)

---

6. Which of these errors in decision-making gives you the most difficulty in your decision about your future career? WHY?

7. What are some things you can do to help overcome the difficulties listed in #6? List several things.

8. Did you find the Kuder Interest Test helpful in thinking about a possible career choice? Why or why not?

9. What were your 3 or 4 highest interest areas on the Kuder test?

10. What were some of your high interest, ability, or achievement areas from the other tests you have taken?

11. What are some jobs you would consider that would go along with your high interest areas from the Kuder test?

12. Do you need to find out more about these jobs (listed in #11) before you can make a good decision ab out them? Where will you find more information about these jobs -- list people, places, ways, etc.

Central Kansas Career Development Project
P.O. Box 545, Newton 67114 (316) 283-0930 Unit #9

OCCUPATIONAL COSTS, REWARDS, AND CHARACTERISTICS

Capsule Description: In previous units the student should have determined that before he/she makes a career decision, one should examine the occupations that appeal in terms of prerequisite abilities and compatible interests. In this unit the decision-making procedure will operate within a reward-cost framework, asking the student to evaluate the likelihood of a career providing each reward and determining the costs. By weighing the rewards and costs in terms of both their likelihood and importance to oneself, the student can help themselves substantially in choosing among alternatives.

Materials Needed: Sources of occupational information: OOH, DOT, etc.
Student handouts ready for distribution: "Job Sheet" IX,3; Worker Interview Questionnaire, IX,4; "Job Rewards" IX,5; "Job Costs" IX,8+

Activity #1

Students are asked to name three or four jobs that they are presently considering for themselves, and prepare information sheets containing the occupational title and description as follows: (See student handout)

1. Nature of the work (tasks performed).
2. Relationship of the worker to place, people, data, and things (i.e., where the work occurs and to what extent it involves working with people, computations, and objects).
3. Approximate salary or salary range.
4. Education and training requirements.
5. Interests and abilities required for the job.
6. Other relevant information or comments (job satisfactions, advantages, disadvantages, etc.).

After choosing the occupations that interest him/her, each student can turn to the Dictionary of Occupational Titles, the Occupational Outlook Handbook, and any other available sources of occupational information, for descriptive information about the occupations.

When students have obtained as much information in this manner as they can, they select one of the occupations to research further through personal interview with someone employed in the occupation. This selection should be based on both interest in the occupation and availability of a worker to be interviewed. (see Job Interview Questionnaire found in the EXPLORE Leader's Guide, Appendix 3, and shown as IX,

Before conducting the interviews, students should discuss interviewing techniques and outline the questions they will ask. A guidance counselor, or other person familiar with interviewing techniques can be very helpful in this preparation.

Activity #2

Have the students complete the worksheets IX, 5+ "Job Rewards" and IX, 8+ "Job Costs." Students can use the information on the Job Info. sheets just completed to analyze the costs (demands) and rewards (benefits) of the occupations.

When the worksheets have been completed, the students should assess the appropriateness of each career for themselves in the following manner:

1. Any occupation having a larger "total cost score" is probably inappropriate, as the demands outweigh the benefits.

2. Any occupation having a larger "total rewards score" is probably appropriate. The greater the difference between the reward score and the cost score, the more appropriate the occupation and career direction.

When the worksheets have been completed, students should discuss the process and the results, especially in terms of validity -- did things turn out as we think they should?

Other questions:

1. Is this procedure a good way to examine careers?
2. Does this type of system help you to make a choice?
3. What are advantages/disadvantages of the system?
4. How else might a career decision be made?
5. What things might be overlooked in a reward-cost analysis?
6. What factors other than rewards and costs typically influence people in making career decisions?

JOB TITLE: DOT #

Duties:

Relationship to People:

Relationship to Data:

Relationship to Things:

Salary:

Training:

Abilities Needed:

Interests:

APPENDIX 3

JOB INTERVIEW QUESTIONNAIRE
Interview with a Worker

Name of occupation_____Place of employment_____

DUTIES AND RESPONSIBILITIES OF THIS OCCUPATION

1. What do you do on a typical day in your job?

2. Did you do anything yesterday that was different from the day before? Last week? Last month?

ADVANTAGES OF THIS TYPE OF OCCUPATION

3. Why did you take this job?

4. What part of this job do you like best?

CONTRIBUTION OF THIS OCCUPATION TO OTHERS

5. Who depends on your work?

EFFECT OF ENVIRONMENTAL CHANGES ON THIS TYPE OF WORK

6. What experiences and training on this job might prepare you fo another job should you ever want to change or need to change?

7. Are people with your kind of skills usually needed even when business may be bad?

8. What kinds of changes are taking place in this type of work?

9. Is your work at all seasonal? If so, when are you busiest? What do you do the rest of the year?

10. How many times did you change your mind about what you wanted to be before you went into this kind of work?

GEOGRAPHICAL AREA

11. Is this type of work limited to a geographical area? If so, please explain.

JOB INTERVIEW QUESTIONNAIRE
Page 2

QUALIFICATIONS NEEDED FOR THIS KIND OF WORK

12. Education:

13. Training:

14. Experience:

15. License:

16. Union membership:

17. Personality Characteristics:

18. Abilities:

CLASSES IN JUNIOR HIGH AND HIGH SCHOOL THAT HELP IN THIS OCCUPATION

19. What classes did you take in junior high and high school that help you now in this type of work?

LEISURE ACTIVITES:

20. How many hours a day do you have for leisure-time activities?

21. What are your leisure activities?

22. Did any of your leisure activities increase your ability to obtain this job or to help you to perform better on this job?

RECOMMENDATION TO YOUNG PEOPLE ENTERING THE JOB MARKET:

23. What advice would you give to a person planning to enter this type of work?

JOB REWARDS

The purpose of this activity is to help you evaluate your occupational choices in terms of possible "job rewards" or benefits.

Instructions

1. Write your four occupational choices in the spaces at the top of each column, in rank order with the one liked best as #1, next best #2, etc.

2. Using the worksheet "What I Want From a Job" completed earlier (III, 2 and III, 3) assign points as follows:

   "Very Important" = 4 points
   "Moderately important" = 2 points
   "Not important" = 0 points

   Enter these points in the "Job Rewards" chart (see "A" in example below). Scores should be the same for all occupations.

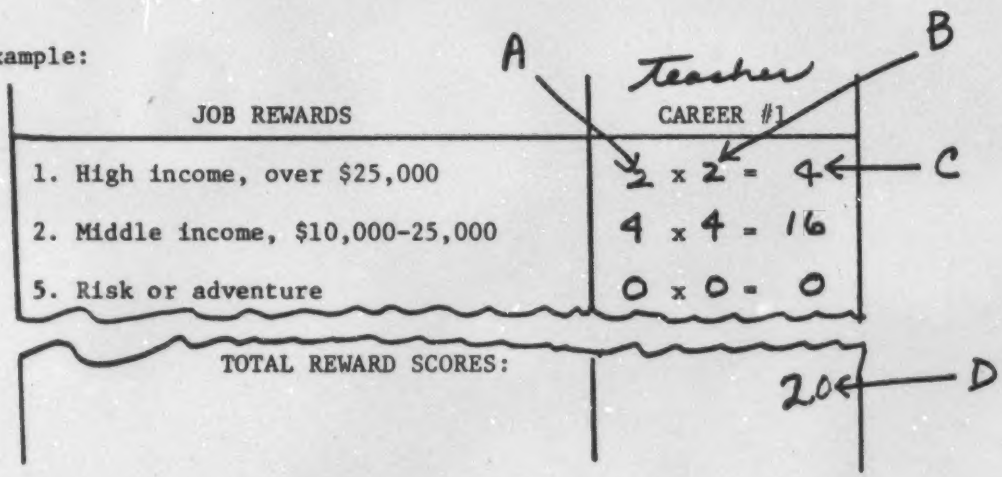
3. Evaluate the extent to which each occupation is likely to provide each reward and assign points as follows:

   "Very likely" = 4 points
   "Moderately likely" = 2 points
   "Not likely" = 0 points

   Enter these points in the "Job Rewards" chart (see "B" in example). These should vary from one occupation to another.

4. Multiply the two numbers to obtain the "reward score" for each reward (see "C" in example). When you have a score for each reward, add the reward scores to obtain the "total reward score" for each occupation ("D" in the example)

Example:



* Adapted from Self-Appraisal for Decision Making and Career Planning

JOB REWARDS (continued)

JOB REWARDS	CAREER #1	CAREER #2	CAREER #3	CAREER #4
1. High Income ($25,000 or more a year)	x =	x =	x =	x =
2. Middle income ($10,000-$25,000 a year)	x =	x =	x =	x =
3. Moderate or lower income (below $10,000/yr.)	x =	x =	x =	x =
4. Security	x =	x =	x =	x =
5. Risk or adventure	x =	x =	x =	x =
6. Interesting and varied responsibilities; chance to exercise initiative and make own decisions	x =	x =	x =	x =
7. Short hours	x =	x =	x =	x =
8. Vacations	x =	x =	x =	x =

9. High standing in the community	x =	x =	x =	x =
10. Early retirement	x =	x =	x =	x =
11. Light, easy work	x =	x =	x =	x =
12. Outdoor work	x =	x =	x =	x =
13. Pleasant working conditions.	x =	x =	x =	x =
14. Variety of duties every day.	x =	x =	x =	x =
15. Same duties every day.	x =	x =	x =	x =
6. Chance to be creative.	x =	x =	x =	x =
. Chance to be alone.	x =	x =	x =	x =
. Chance to be with people.	x =	x =	x =	x =
TOTAL REWARD SCORES:				

JOB COSTS

The purpose of this activity is to help you evaluate your occupational choices in terms of possible "job costs" or demands.

Instructions:

1. Write your four occupational choices in the spaces provided, in the same order used on Worksheet IX, 5 "Job Rewards".

2. Decide how much you would object to paying each "job cost", and assign points as follows:

   "Very objectionable" = 4 points
   "Moderately objectionable" = 2 points
   "Not objectionable" = 0 points

   Enter these points in the "Job Costs" chart (see "A" in example below).

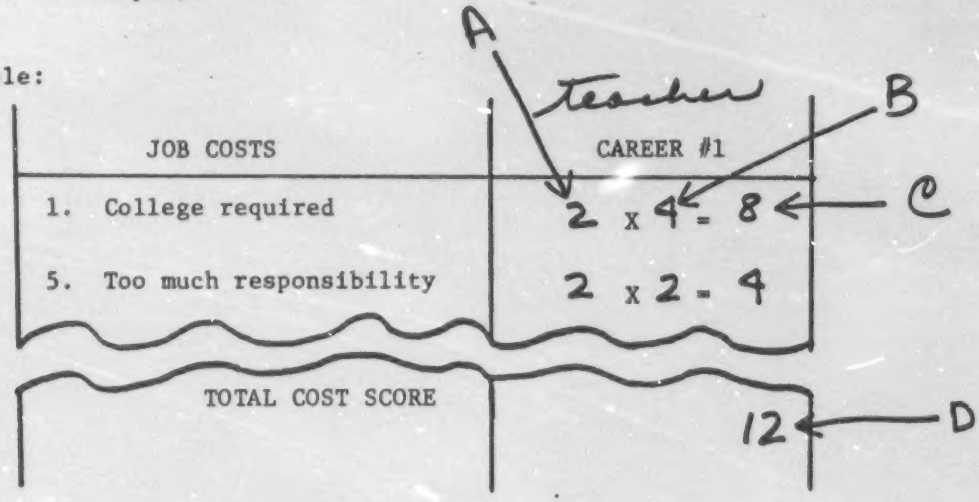
3. Evaluate the extent to which each occupation is likely to require the costs listed and assign points as follows:

   "Very likely" = 4 points
   "Moderately likely" = 2 points
   "Not likely" = 0 points

   Enter these points in the chart (see "B" in example).

4. Multiply the two numbers to obtain the "cost score" for each job cost (see "C" in example). When you have a score for each cost, add the "cost scores" to obtain the "total cost score" for each occupation ("D" in example).

Example:



JOB COSTS (continued)

JOB COSTS	CAREER #1	CAREER #2	CAREER #3	CAREER #4
1. College required	X =	X =	X =	X =
2. Special training required	X =	X =	X =	X =
3. Dangerous	X =	X =	X =	X =
4. Repetitive or boring	X =	X =	X =	X =
5. Too much responsibility	X =	X =	X =	X =
6. High pressure	X =	X =	X =	X =
7. Long or irregular hours	X =	X =	X =	X =
8. Much time away from home	X =	X =	X =	X =
9. Confining	X =	X =	X =	X =
10. Much money must be invested	X =	X =	X =	X =
11. Physically tiring	X =	X =	X =	X =
12. Competitive and risky	X =	X =	X =	X =
13. Requires perpetual training	X =	X =	X =	X =
14. Requires dedication	X =	X =	X =	X =

JOB COSTS (continued)

JOB COSTS	CAREER #1	CAREER #2	CAREER #3	CAREER #4
15. Requires constant study or preparation	X =	X =	X =	X =
16. Bossy bosses	X =	X =	X =	X =
17. Unsung, unrecognized	X =	X =	X =	X =
18. Hard to get into (barriers to job entry)	X =	X =	X =	X =
19. Requires sacrifices	X =	X =	X =	X =
20. Uncertain future	X =	X =	X =	X =
21. No chance for advancement	X =	X =	X =	X =
22. Little sense of accomplishment	X =	X =	X =	X =
TOTAL COST SCORES				

Central Kansas Career Development Project
P.O. Box 545, Newton 67114 (316) 283-0930 Unit #10

Capsule Description: This unit consists of activities that perform a linking function in the decision making process. The opportunity to assess information and answer questions is provided through a framework that allows for action and choice. If this choice is tentative and requires further investigation, as it should with ninth and tenth grade students, the student should have skills to use the decision making framework to apply to future occupational and training decisions, and to recycle current plans.

Materials needed:

Activity #1

Ask students to consider other characteristics which might have an effect on occupational choice. Would being a female or being a black woman influence choice? For example, if the student is a female aspiring to be a veterinarian or if she is a black woman looking towards a business administration career, sex may have some negative influence in one case and sex and race a positive influence in another. Either may or may not have an effect on the career choice depending upon his or her attitude, ability, motivation and the risk he or she is willing to take.

Consider discussing non-traditional careers for women and men such as:

Female:	Lineman	Veterinarian or Assistant to Veterinarian
	Mechanic	Plumber
	Truck driver	Dentist
Male:	Nurse	Secretary, Office Assistant
	Telephone Operator	Dental Hygienist

Activity #2

Students are asked to indicate their occupational preferences at this time. Leaders might remind students that by taking another look at their reward values and the satisfactions people employed in the profession report, they may assess more accurately their occupational preferences.

Students should take another look at themselves. Have changes in values, rewards, occupational preferences occurred? What about interests?

Distribute student worksheet X, 3 "Rewards Assessment", and "Occupation Alternative Search" X, 4.

Activity #3 - Consequences of Possible Actions

Decision making is uncertain. Deciding would be easier if outcomes could be predicted. If you knew the outcomes you would not have to worry about the risks. However, your environment is uncertain. Therefore, the decision maker must develop all the resources he can. Looking ahead and weighing possible consequences of an action help you make better decisions.

In the student worksheet "Consequences of Possible Actions" some possible actions are given for practice. Students fill in 1 positive and 1 negative consequence of the alternatives and actions. Other possible actions include: "Getting busted", "Father died", "Didn't get job wanted", "Didn't get accepted at college", "You became a housewife." Look ahead and predict the probability of action? (low, medium, high) Brainstorming can be used to generate additional alternatives which can be listed in the space provided.

Note: Satisfactory outcomes are influenced by the student's preferences, feelings, emotions, values, intuition and so forth. Preferences, however, should not interfere with skillful interpretation of information. The better students are able to predict an outcome the more satisfied they may be with the choice.

Activity #4 _ Probability

An additional activity to reinforce the importance of weighing costs and rewards, as discussed in Unit #9. Students are again asked to look at the risk involved (pros and cons) in a career choice. The advantages (benefits, low risk) are listed on the left side of the sheet and the disadvantages (costs, high risk) on the right side of the sheet. Students compare list of benefits against the list of costs. Those having equal weights on both sides are cancelled.

Distribute student handout "Probability of Your Career Decision" X, 6

Point out that the numerical value is purely subjective and may not be objectively accurate. The value lies in helping students measure their feelings about the pros and cons in making an affirmation or decision.

Activity #5

Ask students to complete the "I Learned Statements" in X, 7.

REWARDS ASSESSMENT

At this point my occupational preferences are:

_____ and _____
(first) (second)

Think back about the rewards you want in a job, and list them in order of preference below.

Rewards (Satisfactions) I Want in a Job	Rewards present in my preferred Job
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Circle those that are alike in both columns.

If there are some differences, discuss these in your groups and talk them over with your teacher or counselor. What might be some alternatives?

Some Alternatives:

1. Take another look at yourself.

   (a) Review your Values units. Ask Yourself:

   --- Are your values still the same?

   _____ Yes _____ Somewhat _____ No

   (b) Review your interests and possible occupations.

2. Possibly recycle and explore related occupations and/or your second or third occupational preference.

3. Try the Occupational Alternative Search on the following page.

OCCUPATION ALTERNATIVE SEARCH
(OPTIONS)

Useful for:

Searching for other occupational possibilities and/ or related occupations.

When parts of your value system and information system are not in agreement.

1. Individually list below as many occupational alternatives as you can think of in from three to five minutes.

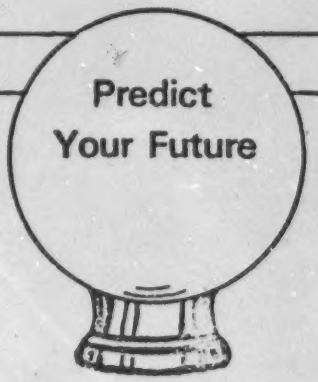
2. Form into groups of three or four. Acting as a team, develop a list of alternative solutions by sharing your individual lists and by adding any solutions. Choose the alternatives that are best for you.

Write down the suggested occupational alternatives on the following chart. Place a check in the appropriate column.

My Occupational Alternatives	I like it and would consider trying it	I am unsure about trying it	I definitely won't try it
1.			
2.			
3.			
4.			
5.			

Discuss the results and why you made your choice.

Consequences of Possible Actions



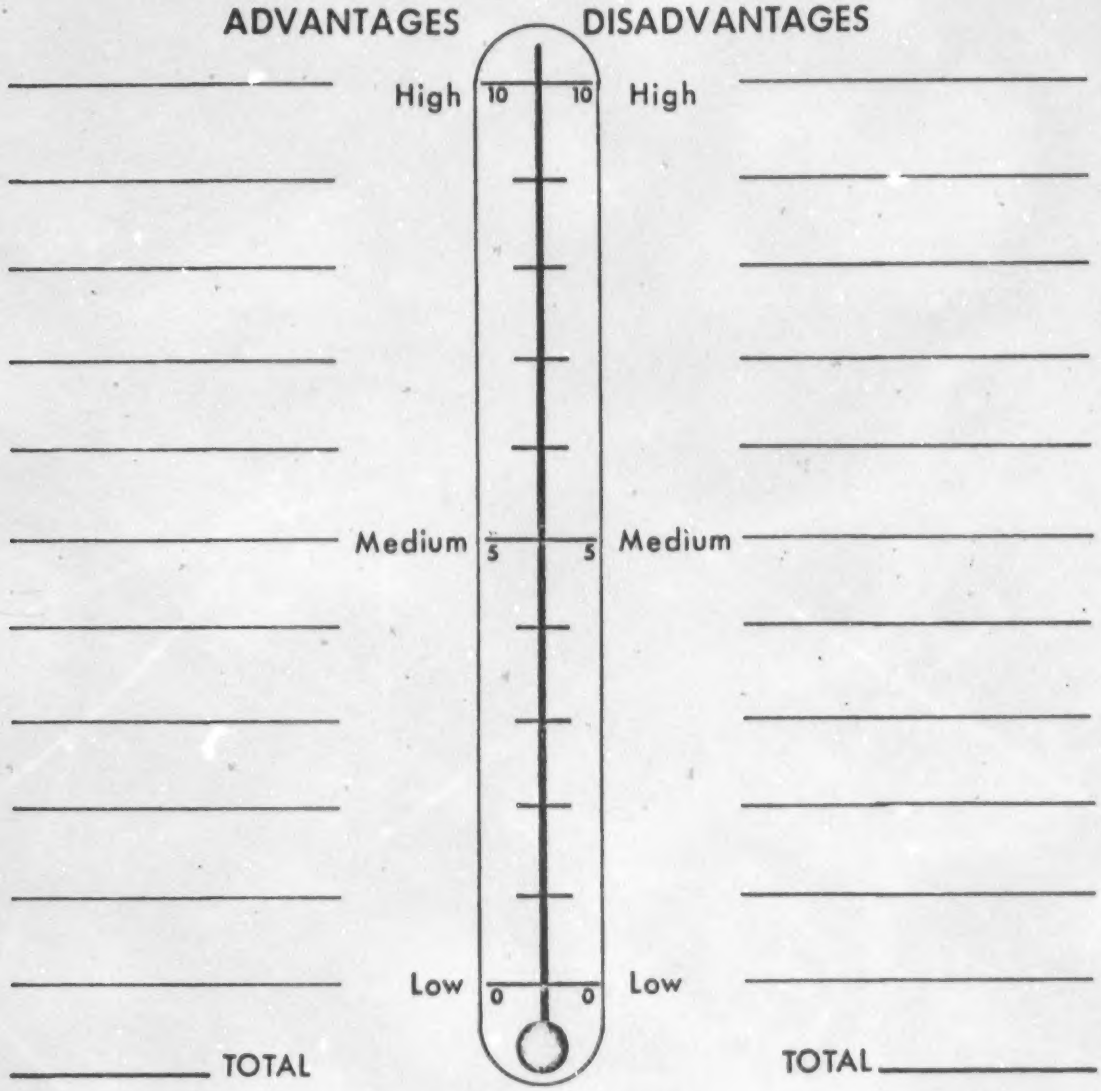
Write in 1 positive consequence and 1 negative consequence of the actions. List other actions you might consider. Then rate the probability (low, medium, high) of the action occurring to you.

Possible Alternatives and Actions	Consequence		Probability of Action		
	Positive	Negative	Low	Medium	High
You ran away from home.					
You never got married.					
You quit high school.					
You graduated from a two-year college or technical school.					
You went on welfare.					
You did not make any work or college plans.					
You enrolled in a four-year college.					
You got married.					
You took any job you could find.					
You went to live in a commune.					
You went in the Peace Corps.					
You joined the armed services.					
You traveled or "bummed around."					
You worked in a factory.					
You put off going to college.					

Discuss results.

Probabilility of Your Career Decision

State what you would like your job to be. List the advantages (benefits) on the left side and the disadvantages (costs) on the right. Compare the costs against the benefits by drawing a line through those which have equal weight. Assign a number to each advantage and disadvantage.



Make a fraction by putting the total number from the advantage column above the line. Put the total number from the disadvantage column below the line to make your risk ratio fraction.

For example: Risk Ratio Fraction = $\frac{\text{Advantages}}{\text{Disadvantages}} = \frac{4}{2} = 2$

My Risk Ratio Fraction =

Is the risk worth it?

Action, if any, you plan to take:

I LEARNED STATEMENTS

Think for a minute about what you have learned or relearned about yourself and decision making. Complete the sentences. You may wish to share them with the group.

I learned that I _____

I realized that I _____

I was suprised that I _____

Next time I have an important decision to make I will _____

Do you feel you learned new things about career decision making as a result of these units?

Yes _____ No _____

Would you recommend these units to other students? Yes _____ No _____